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AUTHOR Abraham, A. A.
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ABSTRACT

According to Florida's Articulation Agreement, students receiving the associates degree from public junior colleges may be admitted automatically to the state universities. A followup study of transferees who entered Florida A & M University in September 1973 found that there were more female than male transferees. There was no evidence of the usual transfer shock on their record, but Florida A & M University received far fewer than its share of all transfer students when based on the total enrollment for the state university system. Few blacks are in and graduating from the junior colleges in Florida. Therefore, until current standards of admission and achievement are changed, blacks should recognize that career education for them requires the same kind of long-range preparation. More specifically and probably for the first time they will have to be served by much more relevant and broader guidance systems of (1) early identification, (2) mastering developmental tasks, (3) motivation, (4) information, and (5) financial aid. (Author)

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TRANSFER STUDENTS AT FLORIDA A & M UNIVERSITY

by
A. A. Abraham
Director

Test Service Bureau

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
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PREFACE

The cost of reproduction has made it impractical for the Division of Community Colleges of the State Department of Education to produce enough copies of Articulation April 1975 for general distribution to the faculty of Florida A & M University. Therefore, FAMU's section of the report is being reproduced by the Test Service Bureau for internal distribution.

As indicated on page 2 of the report, FAMU's ". . . computerized reporting system to the Board of Regents . . . could not provide data on the same basis as the other universities in Florida." Therefore, a separate section was prepared by the Test Service Bureau and included as an appendix to the main report. For those interested in the details of the entire study, complete copies may be found in the Coleman Library, the offices of the deans of the colleges and schools, the Test Service Bureau, and the Curriculum Laboratory in GEC-C.

Meanwhile, a few pertinent facts and observations have been extracted from the basic report and are presented in this Perface. This is one way of bringing the complete study to the attention of all administrators, teachers, and staffers at Florida A & M University. Another purpose is to point up some of the highlights of the entire investigation. Yet, another purpose is to provide data for making some meaningful comparisons not made in the report. For example, Table 1 presents information on the number and percentage of transferees entering the institutions in the State University System in relationship to the undergraduate enrollment in those institutions.

Table 1. The Distribution of Florida's Transferees Entering the State University System in September 1973, Based on Universities and the Undergraduate Enrollment in Those Universities

Universities	Trnasferees		Undergraduate Enrollment	
	Number	Percent	Number	Percent
Florida A&M Univ.	100		4,456	5
Univ. of Fla.	5,844	22	18,218	22
Florida State Univ.	4,541	17	16,362	20
Univ. of South Fla.	4,904	18	17,331	21
Fla. Atlantic Univ.	2,781	10	5,322	6
Fla. Tech. Univ.	2,036	8	7,331	9
Univ. of West Fla.	2,509	9	3,530	5
Fla. Intern'l Univ.	2,659	10	7,701	9
Univ. of North Fla.	1,468	6	2,829	3
Summary	26,842	100	83,080	100

It may be observed from Table 1 that 26,842 Florida transferees entered the nine institutions in the State University System in September 1973. The largest number (5,844) and percent (22) entered the University of Florida. The smallest number (100) and percent (less than one) matriculated at Florida A & M University.

It is doubtful that anybody knows how many transfer students a university should attract. Yet there should be some basis for making a judgment with reference to the drawing power of an institution. Therefore, an Index of Drawing Power (IDP) was developed for this purpose. It is based on the total undergraduate enrollment in all of the universities. It was simply assumed that IDP for each institution would be about the same as the percentage of the enrollment in that institution is of the total enrollment in all nine of the institutions.

According to the table, the IDP for the University of Florida (22 per cent) was the same for transferees as it was for all undergraduates. The IDP for Florida Atlantic University, the University of West Florida, the Florida International University and the University of North Florida was greater for each of these institutions than was the percentage of its undergraduate enrollment. The IDP for Florida

A & M University, the Florida State University, and the University of South Florida was less than the percentage of the undergraduate enrollment in each of these institutions. Comparatively, the Florida Atlantic University and the University of West Florida had the highest IDPs. Florida A & M University had the lowest IDP.

One critical reason why it is thought so few black transferees entered the State University System in September 1973 was pointed out on Page 48 of the report. Yet it appears that the elementary and secondary schools and the community colleges serve the Indians even less well. By self-classification, only 29 or .1 percent of the transferees were of Indian extraction. However, according to Research Report Number 117, Revised, Florida Public Schools 1974-75 (Pupils by Race/Ethnic Group), State Department of Education, February 1975, p. 3, Indians made up .9 percent of the public school population in Florida.

Grade-point averages are usually the main criteria for determining success or failure in academic work. Table 2 presents an analysis of the grade-point performance, along with test scores on the 12th grade battery, for the 1973 transferees.

Table 2. Distribution of Transferees Entering The State University System in September 1973 According to Mean GPA and Entrance Test Scores, Based on Universities

Universities	Number	Mean GPA	Mean battery
Florida A & M Univ.	50	2.52	
Univ. of Florida	5,182	2.56	353
Florida State Univ.	3,758	2.73	332
Univ. of South Fla.	3,484	2.79	327
Univ. of West Fla.	2,457	3.02	338
Fla. Tech. Univ.	2,034	2.61	333
Fla. Atlantic Univ.	2,777	2.84	334
Univ. of North Fla.	3,426	2.78	313
Fla. Intern'l Univ.*	2,657		289
Average	2,869	2.73	327

*Florida International University does not report grade-point averages in the conventional manner.

According to Table 2, transferees to the University of West Florida had the best record, based on GPAs. As a matter of fact, all of the samples in all of the universities in the system appeared effectively to have avoided the usual transfer trauma since all group averages were well above C+, that for the University of West Florida being a little better than a B for 2,457 subjects. The 50 FAMU transferees for whom records were available had a GPA of 2.52. As noted at the foot of the table, Florida International University does not report grade-point averages.

The test scores on the 12th grade battery were also analyzed as a part of this study. The 5,182 subjects at the University of Florida had the highest mean score (352) on the battery. The 2,870 subjects at the Florida International University had the lowest mean (289) on the battery. All transferees in the system for whom test scores were available had a mean of 334. This information was not available for the FAMU sample.

It is well known that all areas in all institutions are not all equally difficult or nondifficult. Therefore, many persons are curious as to what areas in a university present the most and least difficulty for students. Table 3 presents a distribution of the highest and lowest departmental grade-point averages for the 1973 transferees in the State University System.

Table 3. Distribution of 1973 Transferees to the State University System According to the Highest and Lowest Grade-Point Averages, by Universities and Departments

Universities	Highest		Lowest	
	Department	GPA	Department	GPA
Florida A&M Univ.				
Univ. of Florida	Mathematics	2.92	Business	2.29
Florida State Univ.	Fine Arts	2.86	Bio. Studies	2.55
Univ. of South Fla.	Psychology	2.94	Business	2.60
Univ. of West Fla.	Physical Sci.	3.15	Communication	2.82
Fla. Tech. Univ.	Fine Arts	2.92	Bio. Studies	2.22
Fla. Atlantic Univ.	Letters	3.01	Engineering	2.56
Univ. of North Fla.	Education	2.94	Social Sciences	2.54
Fla. Intern'l Univ.				

To preclude spurious interpretations, only departments with 50 or more students were included in the results presented in Table 3. It is, therefore, apparent that the highest departmental average, 3.15, was made in Physical Science at the University of West Florida. The lowest average, 2.22 was in Biological Studies at Florida Technological University. However, as measured by grades, Business was the only area which proved to be the most difficult in more than one of the universities, the University of Florida and the University of South Florida.

The issues of the general and special functions of institutions in a unitary system of higher education are frequently heated ones in Florida as elsewhere. And probably nobody really knows how much overlap and differentiation should exist among nine institutions. Nevertheless, an analysis was made of the number of departments entered by those subjects transferring to the universities in 1973. The results may be seen in Table 4.

Table 4. Distribution of Transferees Entering the State Universities System in September 1973, Based on Majors

Universities	Number of Majors
Florida A & M University	
University of Florida	20
Florida State University	18
University of South Florida	14
University of West Florida	15
Florida Technological University	18
Florida Atlantic University	14
University of North Florida	8
Florida International University	

Florida A & M University and Florida International Universities did not report relevant data for the analysis in Table 4. However, the number of departments entered by transferees to the universities reporting this information ranged from 20 for the University of Florida to eight for the University of North Florida. Two of the universities were tied at 18 each and two were tied at 14 each. Except for Agriculture and Archecture at the University of Florida, there was considerable overlap in the disciplines entered throughout the system by the subjects of this study.

APPENDIX A

TRANSFER STUDENTS AT FLORIDA A & M UNIVERSITY

TRANSFER STUDENTS AT FLORIDA A & M UNIVERSITY

About 100 transfer students entered Florida A & M University in September 1973. Many of them came from universities in and out of Florida. Others came from public junior colleges in Florida before and after receiving the AA degree. By and large, attrition took its toll during the year. However, the records yielded 50 transfers from public junior colleges in Florida who survived the first three quarters of the 1973-74 term as juniors. These persons became the subjects of this study, which was concerned with how well they faired academically at FAMU.

The small number included in the sample raises the conventional questions about the validity of results for subgroups in a study of this kind. However, from just a casual glance, in many instances, the results frequently appear to have face validity; therefore, they are often fairly suggestive of what would be obtained if the subgroups were desirably larger. Table A-1 discloses the junior college of origin and sex of the transfers.

It may be seen in Table A-1 that 27 (54%) of the transfers were female and 23 (46%) were male. It is to be noted, too, that there were no subjects in this class from six of the 27 junior colleges. The six colleges are Daytona Beach, Lake-Sumter, Manatee, Okaloosa-Walton, South Florida, and St. Johns River. Thus, based on survival for three-quarters, the index of attraction for all of the public junior colleges was 1.8 students per college. It was 2.4 for each of the colleges sending transfers to FAMU.

TABLE A-1
DISTRIBUTION OF FAMU'S STATE 1973-74 AA TRANSFERS,
BASED ON JUNIOR COLLEGE ORIGIN AND SEX

Junior College	Female		Male		Total	
	No.	Percent	No.	Percent	No.	Percent
Brevard			2	100	2	100
Broward	2	100			2	100
Central Florida	2	67	1	33	3	100
Chipola	1	25	3	75	4	100
Edison	2	100			2	100
Florida Junior	3	75	1	25	4	100
Florida Keys	1	100			1	100
Gulf Coast			3	100	3	100
Hillsborough			2	100	2	100
Indian River	2	40	3	60	5	100
Lake City			1	100	1	100
Miami-Dade	4	80	1	20	5	100
North Florida			1	100	1	100
Palm Beach	1	100			1	100
Pensacola	1	50	1	50	2	100
Polk Community	2	67	1	33	3	100
St. Petersburg	1	100			1	100
Santa Fe			1	100	1	100
Seminole			2	100	2	100
Tallahassee	3	100			3	100
Valencia	2	100			2	100
Summary	27	54	23	46	50	100

One of the primary concerns of the entire investigation is the degree of success students experience once they transfer to the universities. Traditionally, that outcome has been measured mainly by overall grades. The mean GPA's earned during the junior college year as female and male subgroups may be seen in Table A-2.

TABLE A-2
DISTRIBUTION OF FAMU'S STATE 1973-74 AA TRANSFERS
BASED ON SEX AND GPA

Sex	Number	Percent	Mean GPA
Female	27	54	2.42
Male	23	46	2.62
Summary	50	100	2.52

From Table A-2, it may be observed that the female subjects had a mean GPA of 2.42 and the male subjects, one of 2.62. The performance of neither group appeared to have suffered very much from the expected transfer shock. However, this phenomenon might have been indicated in a quarter-by-quarter analysis of grades. Table A-3 presents GPA frequencies by interval.

TABLE A-3
DISTRIBUTION OF FAMU'S STATE 1973-74 AA TRANSFERS,
BASED ON GRADE-POINT AVERAGES AND HOURS EARNED AT FAMU

Grade-Point Average	Number	Percent	Mean Hours
3.50 - 3.99	4	8	44
3.00 - 3.49	9	18	47
2.50 - 2.99	10	20	49
2.00 - 2.49	17	34	44
0.00 - 1.99	10	20	44
Summary	50	100	46

As may be seen in Table A-3, the modal GPA for the group is between 2.00 - 2.49. However, ten students made GPA's between 0.00 - 1.99. The highest GPA earned by a subject was 3.88, a male, and the lowest GPA earned was 1.28, a female.

The average number of credit hours carried by the subjects was 46. However, it is to be noted that the 10 (20%) of those making less than a 2.00 average carried the same number of hours as the 13 (26%) of the subjects earning at least a 3.00 average. The largest number of hours earned was 57, by a female, and the lowest number of hours earned was 30, by a male.

Yet another view of the academic coping of transfer students is in terms of junior college of origin. An analysis of the GPA performance of the transfers, based on college of origin, is presented in Table A-4.

According to Table A-4, all but two of the 21 junior college subgroups represented made at least a 2.00 point average. However, there was just one transfer in the Florida Keys subgroup who earned a GPA of 1.91. There were five in the Miami-Dade subgroup who earned a GPA of 1.80.

TABLE A-4
DISTRIBUTION OF FAMU'S STATE 1973-74 AA TRANSFERS,
BASED ON JUNIOR COLLEGE ORIGIN AND GPA

Junior College	Number	Percent	Mean GPA
Brevard	2	4	2.94
Broward	2	4	3.30
Central Florida	3	6	2.41
Chipola	4	8	2.70
Edison	2	4	2.34
Florida Junior	4	8	2.11
Florida Keys	1	2	1.91
Gulf Coast	3	6	2.94
Hillsborough	2	4	3.27
Indian River	5	10	2.29
Lake City	1	2	2.34
Miami-Dade	5	10	1.80
North Florida	1	2	2.30
Palm Beach	1	2	3.13
Pensaola	2	4	3.45
Polk Community	3	6	2.16
St. Petersburg	1	2	3.60
Santa Fe	1	2	2.34
Seminole	2	4	2.03
Tallahassee	3	6	2.61
Valencia	2	4	2.64
Summary	50	100	2.52

SUMMARY AND CONCLUSIONS

This was a limited study of 50 transfer students entering Florida A & M University in September 1973, from 21 public junior colleges in Florida. Twenty-seven (54%) of the subjects were female. Twenty-three (46%) were male. The GPA for all subjects was 2.52 during their junior year at FAMU. Therefore, based on GPA, it appears that the performance of these students did not suffer the traditional transfer shock when junior college students move on to universities.

The sex ratio of the transfers is to be noted. Being a land grant institution, FAMU probably should have more appeal to male prospects.[1] This could be a problem of guidance, as is the fact that not more junior college graduates are entering FAMU. Of course, the number of blacks entering any of the universities in the future is likely to be quite limited until and unless they are served more effectively, careerwise, by elementary and secondary schools and the junior colleges, generally.

Blacks, for example, constitute about 15 percent of the college age youth in Florida. Even so, only about 11,503 or 9.3 percent of the public junior college enrollment in Fall 1973, were blacks. Only 7,552 or 8.5 percent of the State University System were non-whites. This number included the 4,417 students at Florida A & M University.[2]

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[1]Department of Education, Division of Community Colleges, Tallahassee, Florida, "Articulation Study Report 1973."
According to this study, 66% of transfers entering the University of Florida, Fall 1971, were male and 34% were female. (UF is a predominately white land-grant institution in Florida.) Sixty-four percent of the transfers entering the other institutions of the SUS in 1971, were male and 36% were female. pp.8.

[2]Board of Regents, "A Plan for Equalizing Educational Opportunity in the State University System of Florida," June 5, 1973, (mimeographed).

Anticipatory and realistic guidance services commensurate with the diversity, size, and complexity of the task of preparation for college will be needed for those with this aspiration. Until current standards of admission and achievement are changed, blacks should recognize that career education for them requires the same kind of long-range, meticulous preparation for college as it does for those who become clerks, key punch operators, secretaries, mechanics, etc. More specifically and probably for the first time they will have to be served by much more relevant guidance systems of (1) early identification, (2) mastering developmental tasks, (3) motivation, (4) information, and (5) financial aid.